



Curriculum Statement of Intent

Rationale

Our curriculum comprises the totality of all the taught, and untaught, learning that a child experiences here at Temple Moor High School.

Our curriculum is a range of subjects, programmes of study, pedagogy, content, aims, assessment and standards used to ensure students can learn well. It is further supported with wider elements of learning, and development, such as: personal, cultural and social capital; SEMH and FBV. We call these, and other, elements our 'Golden threads'.

Our curriculum offer provides young people a breadth, and wealth, of powerful knowledge that will support their aspirations, next steps and give their lives purpose, and meaning, in modern society.

(Adapted from Mary Myatt, 2018, 'The Curriculum: Gallimaufry to coherence')

At Temple Moor, we strive to ensure that the design of our curriculum maximises the outcomes for all of our students, providing them with a breadth of opportunity, development of skills and a rich knowledge base that will enable them to succeed and progress.

Our Intentions

At Temple Moor High School, we aspire to provide a curriculum that places 'progress for all' at the heart of what we provide as part of a broad, inspiring and meaningful set of learning experiences and opportunities.

Our curriculum is designed to adapt to context and allows us, as a school, to more effectively plan learning that can better balance need. Be it influenced by: student choice; individual student needs, aspirations or interest; cohort strengths and weaknesses; KS2 outcomes; KS5 progression routes; local employment need; the political landscape; the policy context; the reform to qualifications or parental choice.

We have retained the notion, and philosophy, that our curriculum must be flexible, responding to the early identification of student needs and so is not a rigid, dogmatic set of learning experiences, and assessment models, that becomes outdated and 'unfit for purpose'. Its flexibility will allow us to respond when the need, and demands, for differing knowledge, understanding and skills are required to match the context that each subsequent cohort of children face as they learn through the school over 5 or 7 years. It is not artificially narrowed to focus on school performance measures ahead of the needs of our students. Instead it is adapted to the wider demands of how schooling supports employment and society more generally.

We have instigated an ambitious curriculum plan that is informed and will inform constant dialogue with key stakeholders to ensure the best, and right provision, for the young people at the school. This ongoing professional dialogue lies outside of the 'operational curriculum' and is concerned with teachers, and leaders, at this school becoming more competent, and confident, in understanding the 'learning journey' of our students. Such discussions begin at KS2 and throughout the phases within our curriculum and

beyond. This gathered intelligence allows school teachers, and leaders, more accurately, and more effectively, to evolve the curriculum and so maximise success in reaching the ultimate objective for our students. That being: we can provide a learning experience that provides the essential knowledge, understanding and skills to become more informed, responsible and educated citizens within 21st Century Britain.

That this learning provides them with the confidence, and competencies, to be better able to adapt their learning experiences to meet the challenges of an increasingly fast-paced global, and local, economy, and that they can live healthier, and more fulfilling, lives as when they become adults.

Our Implementation

The Temple Moor curriculum is founded on a mastery of core learning skills, and qualities, that can access knowledge more easily;

- It will set out the knowledge, skills and understanding to be taught across the different phases in years 7 to 13;
- It will be planned in a way that seeks out the 'interconnectedness of learning', across all contributing parts of the curriculum experience; pulling together these 'Golden threads' of learning and knowledge. In doing so, the curriculum can present, and provide, a coherent set of learning experiences, aligned with each other, and so form a stronger set of transferable, and adaptable, knowledge for the learner;
- It will provide all students an entitlement to a broad and enriching, knowledge-based curriculum which is appropriate to their age, level of understanding, needs, interests and aspirations;
- It will celebrate diversity and difference within a tolerant, fair and just society;
- It will deliver learning that brings to focus equality issues relating to the 'protected characteristics' such as: gender, race, and disability et al;
- It will promote equality of opportunity;
- It will provide high quality, impartial careers education, information, advice and guidance (CEIAG);
- It will be continually evaluated, by school leaders, to ensure students can access the best learning experiences and provide evidence to parents, and governors, that the school is well led and managed. And, most crucially, that the curriculum is having meaningful impact on children's learning, development and outcomes;
- It will develop students' skills in literacy and communication, numeracy and a love for learning more generally;
- It will provide clarity on the standards required to achieve. This will include the mechanisms for: assessment of learning, and assessment for learning; measuring progress and the routes for success for all students;
- It will have a balance between academic rigour, vocational and technical provision and the development of employability skills within the broader curriculum offer.
- It will be responsive to the needs of all our learners and equip them to be able to succeed and progress; and it will ensure learning is relevant and is linked to models of progression that lead to further education, apprenticeships and employment;
- It will support and challenge all students from all cultural and socio-economic backgrounds, from the most vulnerable to the more able;
- It will allow all students to excel in their specialist areas and prepare them for a rapidly changing workplace;
- The curriculum offer will be regularly reviewed to ensure it meets the needs of students and adheres to all policy context changes and developments implemented at a national level;
- It will be supported by a variety of effective pastoral, welfare and curriculum support programmes;

- It will promote social mobility by providing all students with the skills, and progression route opportunities, needed to move into high quality careers in the local, national and global economy, whilst also supporting students to overcome barriers and social disadvantage;
- It will foster a lifelong love of learning necessary to adapt in a changing global society, through the development of critical thought, problem solving and learning competencies and qualities;
- It will promote personal attributes and values, such as self-confidence, Fundamental British Values, and community involvement;
- It will enable all students to be make informed choices in relation to staying safe and being physically and mentally healthy throughout their lives, through the provision of e-safety, SRE, PSHE, and financial education, coupled with excellent support from our pastoral and extended services teams.

Spiritual, Moral, Social and Cultural Aspects of the Curriculum

The curriculum will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law in England;
- Encourage students to accept responsibility for their own behaviour, show initiative and to understand how they can contribute to the life of the school and the wider community;
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England;
- Foster tolerance and harmony between different cultural traditions;
- Encourage respect for democracy and democratic processes, including respect for the basis on which the law is made and applied in Britain;
- Commemorate World Wars I and II;
- Demonstrate the historical importance of the Commonwealth.

Promoting British Values

The DfE five-part definition of British Values are:

- Democracy.
- The Rule of Law.
- Individual Liberty.
- Mutual Respect.
- Tolerance of those with different faiths and beliefs.

At Temple Moor High School students will encounter these principles throughout everyday school life. The cross-curriculum themes are 'mapped' in detail across the whole school and are an integral part of all subject curriculum maps and planning. In addition to this, bespoke assemblies, focussed form time, and PSHE lessons are dedicated to delivering these essential values throughout the year. We believe that the best promotion of FBVs is to nurture a 'culture of understanding' between students and between students and staff. We recognise, and acknowledge, that standalone promotions of FBVs, in themselves, are not enough. Instead, by our actions, deeds and behaviours we can espouse, and support, these Values as part of the school culture, within a caring and harmonious community of learners.